THE SOUTH INDIAN TEACHER

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TRAINING FOR HEADMASTERSHIP

V. NATARAJAN.

A headmaster of a school is not merely a teacher, he is the administrator, manager, controller and the leader. Very many assistant masters may find it easy to talk glibly about the duties and responsibilities of headmasters, but when once they get the chance of holding the reins of office they have invariably felt that it was not such an easy job as they had imagined.

The selection of personnel for the headmaster's post has often been a field of controversy. While the vast majority of assistant masters who have put in long years of service and who by the right of their experience, have a natural claim for being appointed as headmasters, are averse to the policy of choosing comparatively youngsters and particularly from outside, they are apt to forget this fact that simply because of the years of service as an assistant master, one has no right to be chosen as headmaster. There are indeed many instances of assistant masters who would not choose to contest for the headmaster's job, simply for the reason that they were till now comrades and colleagues and were freely criticising the words and deeds of headmasters and as such they would prefer to continue as criticising comrades to becoming heads themselves. Some assistant masters would prefer to go out to other schools if they get the headmaster's job.

In the schools managed by local bodies—district boards and municipalities—the President or the Executive Authority selected and appointed headmasters. There were frequent complaints about the choice of personnel in very many instances. And during the last ten years government have been pursuing a system of panels for headmasters' posts. The panel is prepared by the government inspecting officers in consultation with the local authorities. Personal files of the assistant masters are maintained and remarks are added year after year. The appointment has to be done in the order given in the panel. Rules of procedure and instructions for guidance have been issued very often.

Though we speak of the teacher in ideal symbolic phraseology as the architect of the society, we are apt to forget that the headmaster is the directing engineer of the school. The headmaster makes or mars the good name of the school. Instances are not wanting where the bad choice of headmasters has brought about havoc in schools and it has been found very difficult to dislodge the headmasters when once they are made permanent. One can say with truth, that it is probably more easy nowadays to appoint one to a post, but it is far more difficult to get rid of that one. Definite rules have been framed and the various formalities have to be observed before issuing orders of termination. Such rules are of course necessary to safeguard against personal whims and prejudices of autocrats—both in the matter of appointment as well as termination.

The question now is who is to judge whether one has served truly and efficiently as headmaster of an institution. Various persons have the right to judge. It is not merely a matter between the employer and the employee. The public, by which we mean the parents, then the pupils and then the colleagues—the headmaster has to deal with these three, not merely come in contact with them but shape and guide their opinion to build up the tone and reputation of the school. Everyone has to be proud of the school and its master. If one finds it difficult to get the co-operation and loyalty of all the three, will one voluntarily relinquish the job ? That is too much to expect in human behaviour. There must be some way of getting rid of that individual, or for that individual to get rid of the post.

Generally there is a period of probation, which is ordinarily one year or in some cases extended by another year, during which time one's work as headmaster can be judged. If during this period the work is found incompetent, one's probation can be terminated and one may be reverted. But even here there is scope for display of personal jealousies and prejudices. The rules provide that probation can be terminated without assigning reasons. Here is a loophole for the employer to act arbitrarily.

The South India Teachers' Union as the representative of the teaching profession can do something in this matter. It may be worthwhile to consider a scheme for affording facilities for the training of headmasters. Apart from mere theory classes and lectures on the duties and responsibilities of headmasters, there should be a scheme for practical training. Some headmasters will do very well to associate a few assistant masters in the day to day work of the school. Every school, whether aided or local board, should have a panel of assistant masters who get practical training in the work for at least a term or two. Some schools have a policy of trying senior assistants for a year as headmaster, giving a chance to every one to show one's worth. The permanent headmaster may be chosen from the list of those who have had practical training. Of course, even here there are chances of arbitrary choosing. At any rate there is a written record of the work done by those who got training.

The qualifications for a headmaster include among other things, how to write and reply letters, how to understand and apply the relevant rules in various instances, how to maintain cordial relationship with the public, how to secure and retain the cheerful loyalty of the colleagues, and above all how to enhance the service of the institution to the youngsters who will be the citizens of tomorrow.

Of late we are becoming familiar with criticisms from various quarters about the deterioration of school work and school discipline. And some people trying to find reasons for such a sorry state of affairs, attributed the same to incompetent headmasters. When the whole country is planning for progress in the matter of production, agriculture, industries, and trade, what is the plan for the better administration of schools ?

The proper training of personnel for the administration of schools, is an item of work within the province of the South India Teachers' Union. The subject may be discussed at the next State Educational Conference and practical steps may be taken as a result of the suggestions at the discussion. The work of the S.I.T.U. will be a help to the Teachers' Organisations in other States of India.

TEACHERS' FREEDOM AND RESPONSIBILITY IN DECIDING SYLLABUS*

V. L. GRIFFITHS,

(The Department of Education at Oxford.)

One of the most surprising and interesting differences in educational practice between one country and another is in the amount of freedom—and responsibility—given to the teacher over what he is to teach. In some countries the State gives him the syllabuses, tells him what books are to be used in school, how much time is to be given to each subject, even the hour of the day when the subject is to be taught. In other countries little or nothing is prescribed by the State. Sometimes the local community may be left to decide the content of education or it may be left to the judgment of the head of each school and the individual teacher. In Britain, the State and the local education authorities, lay down only the most general lines. The responsibility for deciding the syllabus, the time-table and the details of the lessons rests with the head of each school and the individual teacher.

Why is the choice in Britain freedom for the Head of each school and the teacher, and not a centrally devised curriculum ? How does such freedom work out in practice ? Is it what it appears to be, or are there unseen controls?

One may well ask why freedom is given to individual heads and teachers, because the arguments for central supervision are very strong. Teachers and heads of schools vary considerably in their abilities ; they are not all wise in selecting methods and lesson material for their children. Some children may suffer considerably from these inequalities. The sensible course would seem to be to use the best expert opinion in the country to devise the syllabuses, select the best books, choose the best methods and allot a suitable length of time for each lesson. In this way all schools benefit and children with weak and inexperienced teachers are more especially helped. Another advantage of uniform lessons is that children can move from one school to another without difficulty.

BRITISH TRADITION

Opinion in England, however, has been greatly influenced by the teachings of Locke and J. S. Mill. Locke urged the need for freedom in teaching methods and Mill wrote of 'a general state education' as 'merely a contrivance for moulding people to be exactly like one another.' He feared that such control of education would establish a despotism over the mind, leading eventually to one over the body as well. Thus an attempt by the State to supervise the content of education during the second half of the nineteenth century was never wholeheartedly accepted in England and in 1902 the new Official Handbook for Elementary Teachers stated (and still states in its latest edition) :

> "The only uniformity of practice that the Board of Education desire to see in the teaching of Public Elementary Schools is that each teacher shall think for himself, and work out for himself such methods of teaching as may use his powers to the best advantage and be best suited to the particular needs and conditions of the school. Uniformity in details of practice (except in the mere routine of school management) is not desirable even if it were attainable. But freedom implies a corresponding responsibility in its use."

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* By kind courtesy of the British Information Services, Delhi

The argument used in favour of this freedom is that teachers teach their best only when they have themselves selected their materials and method. An essential vitality and sense of value is lost when a teacher has to follow another person's plan of work—a plan which was not devised with the interests of his particular children or his own interests in mind. In Britain we prefer to encourage this vitality, even at the risk of some teachers choosing material unwisely and at the cost of uniformity of treatment of children. To put it another way, we believe the spirit with which something is taught is more important in developing the children's minds than is the content of the lessons.

NORMAL PRACTICE

These, then, are the theories. But what happens in practice? Are teachers really as free to teach what they like as these principles would suggest? What would happen, for instance, if a teacher wished to introduce a method of his own or greatly curtail or even abandon a regular part of a subject such as mathematics?

First, he would consult his headmaster or headmistress. It is the normal practice for teachers to discuss their schemes of work and the methods they propose to adopt with the head of the school. His approval is essential. If the proposed change was a controversial one, the head would have in mind the probable attitudes of a number of interested people—the governors of the school, the parents, the inspectors, other members of the Staff, and the pupils themselves. He would also, no doubt, attempt to assess the ability of the teacher to carry out his proposals successfully. Parents would be likely to oppose violent changes. Inspectors would have professional comment to make. "It is", says the Ministry of Education's Report for 1949, "no part of an inspector's function to tell any teacher what to do or how to do it", but it is their function to comment on what may be educationally desirable. A further point in the headmaster's mind would be the probable effect of the change on the pupils' chances in the public examinations.

For young children the public examination at 11 years of age is normally only concerned with a knowledge of the English language and arithmetic, and therefore changes in other subjects would not effect their chances, but at the secondary level the more intelligent children of 16 years of age and over sit for examinations in various subjects for entry into the Universities and professions. The requirements of these examinations would have a considerable influence on the headmaster's readiness to permit drastic changes. On the other hand, in the secondary schools for the majority of children, (who do not take examinations) much more latitude is possible and so there is a great deal of free experiment in what are called the secondary modern schools.

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HEADMASTER'S ROLE

Thus it will be seen that there are a number of powerful considerations affecting the head of a school and through him limiting the teacher's freedom. By tradition the headmaster or headmistress holds a very strong—one might say—a key position in the matter of curriculum and syllabuses. And yet "it would be hard", writes A. D. C. Peterson in 'A Hundred Years of Education', "to find examples of either political or theoretical interference in the practice of individual schools. On the political side, for instance, it was even possible in 1949 for the headmaster of a large controlled secondary school to be an avowed and prominent Communist; while, on the theoretical side, experimental techniques in education are almost always encouraged rather than repressed." And the teacher, whether opposed or supported by the headmaster, at least is dealing with someone with whom he is in daily contact, who knows his children and is not a remote official or a committee.

This practice is in keeping with the British tradition. It is interesting that the question of freedom in teaching is not one of those which are argued about in Britain. It is taken for granted that the teacher in consultation with his Head must be largely free to teach what he and his Head think fit.

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ELEMENTARY SCHOOL REFORM IN YUGOSLAVIA

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Compulsory education is the first of a series of problems involved by the draft school reform currently examined by the School Reform Commission of the Federal Parliament, the Federal Institute for Educational Problems and educational workers associations. The creation of special groups for the detailed study of this problem is also in preparation, as the general school reform provides for the practical implementation of the principle of compulsory education before the changes in the system of secondary and higher education.

The discussion held so far on the role and tasks of elementary education within the frame work of the school system, shows that the reform of elementary schools is conditioned by the new tasks involved by the socio-economic development of the country.

The present level of education of the Yugoslav citizens, as stressed, lags behind the new social needs. A whole series of new organs and organisations have been created in Yugoslavia as a form of social management of state affairs and economy. The citizens in these organs discharge various social duties. Thus for instance in 1953 26,121 citizens were members of 352 district people's committees; 81,640 citizens were members of municipal city and district people's committees; 14,000 people were members of 1,760 councils of district and city people's committees; 136,000 were members of school committee; while 7,583 workers councils comprised of 68,688 persons. This means that about half a million citizens took part in the work of the organs of local government and economy. If to this we add the councils of the people's committees and various commissions attached to the people's committees, as well as the committees of social organisations (Socialist Alliance of working People, Trade Unions, etc.), it can be seen that over a million citizens, or one in every ten persons, take part in the work of some organ of authority, economic or social organisations. The reorganisation of the local organs of state administration will enlist a still greater number of people for work in the communes.

However, the insufficient level of education will become an obstacle for the further engagement of citizens in all forms of social management. Thus for instance according to the 1953 population census, the producer population over 19 years of age consisted of 4,880,000 persons without school education, 5,443,000 with elementary school education, 1,064,000 with lower secondary or technical education, 352,000 with secondary education and 79,000 with university education.

It is stressed that, apart from the disproportion between the requirements imposed by social management, there exists a similar gap between the technical level of production and the level of the general and technical education of workers. 63% of all workers in economy are only semi-skilled or unskilled.

All these reasons, as well as the trend of psycho-physical development of children as well as the increased demands imposed by the present socio-economic development, require compulsory education from eight years of age. This is also substantiated by pedagogical considerations, as employment in economy of children under 14 years of age is forbidden by law.

A large number of eight year schools have been opened in many cities and towns. It is stressed, however, that these schools do not correspond to current needs. They are a mechanical combination of the former elementary schools and junior secondary schools, and mainly orient their pupils towards

senior secondary schools, while statistics indicate a strong flow of pupils to technical schools.

Opinions were voiced that the eight year school, should also extend some technical skills to the children instead of the former encyclopedic accumulation of knowledge. However, the opinion prevailed that technical education should only be imparted to children over 15 years of age, as such an early specialisation would be detrimental for their over-all development while it is impossible to determine the natural propensities and inclinations of a child before that age.

After many discussions among the educational workers, and serious work of the Federal Institute for the Advancement of Education and the Commission of the Federal People's Assembly, the conclusion was reached that the new eight-year schools should give children under 15 years of age the necessary minimum knowledge, without orienting them towards specific professions. This however does not mean that such a school should not be modernised thus enabling the children to acquire practical working habits and skills apart from the study of individual subjects.

The standpoint was adopted that a uniform type of such schools should be adopted for the whole of Yugoslavia, thus enabling all Yugoslav citizens to acquire the same elementary knowledge. As stressed, this uniformity should not represent an obstacle for a more detailed treatment of individual problems which correspond to the specific characteristics of the area in which the school is located, needless to say that under the condition these specific features do not disturb the unique Yugoslav system of youth education.

Not only the character of schools but also some problems which ensue from the insufficiently developed material basis of elementary education represent serious questions of educational policy. The school network and degree of equipment are paramount in this respect.

Prewar Yugoslavia was comparatively a backward country with regard to the development of its school system. The four grade elementary school was in most parts of the country the sole seat of learning in which the broad strata of the people acquired their elementary education. Thus out of the total population, only 27.3% persons under 25 years of age went to school (44.1% in Great Britain, 45.9% in France etc.). The number of schools increased very slowly. Thus for instance during the last four years which preceded World War II (1938-1941) this number rose by only 697 schools (from 8,357 in 1938 to 9,054 in 1941 while the number of pupils increased from 1,431,523 to 1,492,827). Apart from this, a large number of children who reached school age did not go to school : for instance in 1938 they numbered 550,000. Already insufficiently developed in prewar Yugoslavia, the school network

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was weakened still further by wartime devastation. It is considered that 36% of all elementary schools were destroyed or damaged.

With such an undeveloped elementary school system the large scale education of children from 7 to 11 years of age was initiated in 1945. The number of elementary schools increased from 9,054 in 1940-41 to 13,885 in 1953-54.

The educational organs however, strove to enable as many children as possible to continue their education in six and eight-year schools. The number of these schools was therefore appreciably increased, i.e. from 470 in 1945-46 to 4,999 in 1953-54. The total number of junior and eight-year schools amounted to 7,060 that year.

However, as stressed by educational workers, in spite of the notable expansion of the school network, its insufficient material basis still represents extremely important problems.

There is comparatively a large number of children who have reached school age and who are not enrolled in the first grade owing to the scarcity or great distance of the schools from their place of habitation. For instance there were 50,000 such children in 1953-54 in Bosnia and Herzegovina.

Although eight-year schooling was foreseen by law, it is stressed that in view of the economic possibilities of the country, it was impossible to ensure the necessary material conditions so far. Therefore in 1953-54 1,392,808 pupils were enrolled in four and six-year schools, 288,858 in eight-year schools and 85,555 lower junior secondary schools.

The lack of the necessary buildings and space is one of the major problems which confront the educational organs particularly in the big cities, thus exerting an unfavourable influence on the instruction, the number of weekly lessons, and particularly the duration of organised influence of the school on the development of the children.

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WHY ABRUPT ADIEU TO ENGLISH?

E. S. SATCHITANANDAM

Teacher, E. R. High School, Trichirapalli.

Our Motherland after two centuries of British rule is now a Republic. She is now occupying a foremost place in the comity of nations. It is but proper that our land should have a common language. The Indian constitution has laid that Hindi should become the *lingua-franca* of our country. I am sure, it should be admitted on all hands, that it will take at least two decades, for the entire nation to get mastery of Hindi. So, for some years, the alien language—English—should necessarily have sway in our land.

It was Lord Macaulay who was chiefly instrumental for the introduction of English in schools and colleges. Indians as linguists began to master that language quite to the amazement of the foreigners. They began to think in English, speak in English, write chaste English in elegant style. The trumpet voice of India—Late Surendarnath Banerjee—was a master of the English language. He was known as Edmund Burke of India. The world orator Late Right Hon'ble V. S. Srinivasa Sastry had such a thorough mastery of the English language that he was really an envy of the Westerners. He won the admiration and esteem of the whole world. The world philosopher Prof. Radhakrishnan, the Vice-President of the Indian Republic, is an invaluable product of the English education. The poet Laureate of Asia —Dr. Tagore—won the world coveted Nobel prize for his remarkable master-piece "Gitanjili" in the English language. He was a worthy product of the English education. The Nightingale of India—Mrs. Sarojini Naidu—a great English poetess was an admirable product of the English language. The auto-biography of Pandit Jawaharlal is a living monument of his very sound scholarship of the alien language. Mahatmaji and Sri Rajaji stand unique as very good English writers. Their style is chaste and elegant. Their writings are crisp but pregnant with meaning. The late Satyamurthy was acknowledged as a very able parliamentarian and debator of the assemblies. His western education really moulded him as a good orator and debator with quick intelligent retorts to the opposition benches. The governors of provinces and ministers of provinces and the central government, officers of the government, lecturers in colleges, teachers, lawyers and doctors are all products of western education. So at this stage for efficient and smooth running of the administration of our land retention of the English language is quite indispensable. It is unwise to bid adieu to it all on a sudden.

English stands as the only international and commercial language of the world. It alone brings nations together and helps them to understand world problems aright and to have healthy and advantageous dealings among themselves. It alone elevated Srimathi Vijayalakshmi Pandit as the illustrious president of The United Nations Assembly and Late Sir B. N. Rao as a Judge of the world Court of Justice.

To understand aright and make researches in Science and Mathematics and similar abstract subjects, the English language alone helps a great deal. Late world mathematical prodigy Professor Ramanujam was able to make his wonderful and glorious researches only on account of the English language. His wonderful talents were given due recognition by the European world. Again it was the English language which enabled Late Sri Jagadesa Chandra Bose and Sir C. V. Raman to make wonderful researches in Science and win Nobel prize in recognition of their outstanding

genius. So the proper and intelligent understanding of the abstract subjects can be achieved only through the English language and not through any regional language.

It is a fact beyond all doubt, that we find to-day plenty of males and females more well-versed in the English language than in their mother-tongues. In our conversation and talks even in our mother-tongues, we use English words and sentences to effect proper understanding of our thoughts. It is because of our grasp of the English language based on firm foundation. Even illiterate people not knowing the A, B, C of the English language even while conversing in their mother-tongues use stray English words such as Road, Time, Train, Mistake, Town, Rough, Rascal and so on. The reason for this is, their frequent hearing of English words used by conversationists. The butlers in the midst of Englishmen are able to talk English fluently though they do not know to read and write. They shine as very good conversationists.

In Ancient India, our forefathers had a thorough mastery of the sacred Sanskrit language. Similarly so three decades ago, many of our ancestors well-versed in the English language, took pride to converse in English alone. Then the speeches from the platforms were in English. English knowing people had great regard. People longed to hear good speeches in English. The students out of their love for the English language read great works of English Literature.

Now the time has changed. In High School classes, English is thrown into the back-ground. Instruction is imparted in regional languages, but it is a pity that the high school pupils going to colleges for higher study are not able to cope with their lessons in colleges as they are taught in English. The pupils, who enter the portals of the colleges simply gape and gaze at the faces of their lecturers, who thunder their instructions in English. So efficiency has greatly deteriorated.

In spite of Mahatma's teachings and the walk out of the Britishers, we are still aping their manners and customs. We still take pride to dress ourselves in the western style. As we are accustomed to the western ways of life, we are reluctant to give them up. When we still maintain them, why should we feel shy to retain English for some more years at least? We cannot immediately unlearn it or wipe it out of existence. Sri Rajaji the far-sighted statesman has sounded a note of warning to the nation for the retention of English. The English language has made us understand the actual working of the constitutions of the various countries and to form in our land a democratic form of Government.

In fine, may I point out to the public that we cannot instantaneously bid good bye to the English language. Our mastery of it is superb. Of course, it is the pride of our nation to have a common language and that is 'Hindi'. English, under British rule, we fostered as our mother, as the official language and it solved our bread and butter problem. Of course we cannot but have affection and regard to our national language—'Hindi'. Let us consider Hindi as our mother. Just as we have love and regard for our step-mothers too, we shall give the place of a step-mother to English. I wish my humble appeal may not be a cry in the wilderness.

FROM OUR ASSOCIATIONS

CENTRAL MALABAR DISTRICT TEACHERS' GUILD

The Annual General Body Meeting of the Central Malabar District Teachers' Guild was held on 3-3-56 in the Ganapat High School, Calicut. Sri M. N. Kini, B.A., L.T., President of the Guild, presided.

Members present: 48.

The Annual Report of the working of the Guild for the year 1955 and the Audited Statement of Accounts read by the Secretary were duly passed.

The following Resolutions were passed:

1. Resolved that this General Body considers very seriously the irregularities in disbursement of salaries and Security of Tenure in the schools under the management of the Malabar Education Society, Calicut, and the Education Department be requested to interfere at once in the matter to take effective steps to safeguard the rights and privileges of teachers.

2. Resolved to request the Department to frame necessary Rules in order that the management of Aided Secondary Schools shall not terminate the services of a permanent teacher or renew, revise or alter any existing agreement between the management and the teacher without the prior sanction of the Education Department.

3. Rseolved to invite the attention of the Government to the fact that the disharmonious relation between the teachers and managements of most of the High Schools affects very badly the educational field generally and the pupils particularly. It is the firm conviction of this Body that only a fundamental change in the present management system can bring about a lasting remedy. Therefore, this Body requests the Government to reorganize as an interim step the private management system by insisting upon the managements to include elected representatives of teachers also in the Managing Committee of schools to abolish the present management system.

4. Resolved to authorise the Executive Committee to take further actions in the matter of grievances of the teachers under the Malabar Education Society, Calicut.

5. Resolved to protest strongly against the policy of the Manager, Devi Vilasam Higher Ele. School, Ariyallur, who terminated the services of Sri P. Chandran, Headmaster of that school, and who continues to violate Departmental Rules and to request the Government of Madras and the Education Department to force the management to reinstate the teacher forthwith.

6. The troubles the Private Management System makes in the Educational Field are increasing day by day. The disputes between the Management and teachers clearly show that the Management has not the least reluctance to disobey Departmental Rules and to trample upon the rights and privileges of the teachers. Some Managers are bold enough to manhandle the teachers from within the school. The Department does not even adopt any effective measures against such illegal actions of the managements. An eternal remedy is to be found out for the evils seen in the Education Field. Whatever the achievements of the Government and whatever privileges of teachers are, they are of no use in the absence of Security of Tenure. Under these circumstances this Body is of opinion that the continuance of Private Management System is undesirable and hence to be protested against.

The Report submitted by the Alagappa Chettiar Commission appointed

by the Government of Madras to enquire into the Reforms to be made in the Elementary Education is quite disappointing since it contains no practical suggestions to abolish the Private Management System and to bring all the Elementary Schools under one Agency. All Educational Organisations and Teachers' Unions in the State have expressed their extreme dissatisfaction. Therefore, this Body requests the Government to abolish the Private Management System at least in Malabar, and to bring them under the direct control of the State.

7. This Body expresses its extreme anxiety in the matter of not taking any serious action against the manager of Naduvallur North Aided Ele. School (Tamaraseri Range), who terminated the services of Sri P. Raghavan Nair (Asst. Teacher of the school) against Departmental Rules and instructions, and requests the Department to take immediate action against the Manager.

8. Resolved that the Affiliation Fee of the Associations be doubled per every member (i.e. Re. 1/- per member) on the Rolls of the Association and the Affiliation Fee from the Ele. School Teachers' Unions be continued as before.

The following were elected to constitute the Executive Committee for the year 1956 :—

President :

Sri A. K. Appu, B.Sc., B.T., Headmaster, Nanminda High School, Kakkur Post. Kozhikode-5.

Vice-Presidents :

Sri K. V. Govindankutty Nair, President, Ernad Taluk Aided Ele. School Teachers' Union, Post Vallikkunnu.

Sri T. K. Venkiteswaran, B.A., L.T., Headmaster, Kunnamangalam High School, Kunnamangalam (Malabar). 16/429, Annie Hall Road, Kozhikode-2.

General Secretary :

Sri T. P. Nedungadi, B.A., B.T., Ganapat High School, Kozhikode-2.

Joint Secretaries :

Sri C. P. Vasudevan Nambudiri, Secretary, Kozhikode Taluk Aided Ele. School Teachers' Union, Post Thalakkolathur. (Via : Karapoya).

Sri T. R. Panikker, Asst. Ganapat High School, Kallai, Kozhikode-3.

Treasurer:

Sri K. Sekharan, Asst. Ganapat High School, Kozhikode-2.

Representatives on the S.I.T.U.—The President and the Secretary.

THE SOUTH ARCOT DISTRICT TEACHERS' GUILD

The annual General Body Meeting of the South Arcot District Teachers' Guild was held on 18-2-1956 in the Board High School, Tirukkoilur, with Sri P. Govindaswamy Pillai, President of the Guild, in the chair. The following office-bearers were elected for the year 1956-57 :—

President :

Sri C. Subramania Mudaliar, M.A., L.T., Headmaster, Gandhi Memorial High School, Tiruvennainallur.

Vice-Presidents :

1. Sri M. Gopala Iyengar (Chidambaram).
2. Sri Mariadass (Tirupopuliyur).
3. Sri Margabandhu (Tirukkoilur).
4. Sri Roberts (Nellikuppam).
5. Sri M. S. Sankaranarayanan (Villupuram).

Secretary :

Sri P. Kolandaivelu Pillai, M.A., B.T., Headmaster, Board High School, Porto Novo.

Representative on the Executive Board of the S.I.T.U.:

Sri P. R. Swaminathan, M.A., L.T., Headmaster, R. C. T. High School, Annamalainagar.

THE TANJORE DISTRICT TEACHERS' GUILD

The Half-yearly Conference of the Tanjore District Teachers' Guild was held on Saturday, 18th February, 1956 in St. Peter's High School, Tanjore.

89 representatives from Secondary Schools and 9 from Ely. Schools associations attended.

Sri M. K. Natarajan, the President of the Guild presided.

Sri K. M. Sundaram, President of the Tanjore Secondary Schools Teachers' Association, welcomed the gathering.

The Proceedings commenced with prayer by Sri S. Varadaraja Iyengar. The Secretary of the Guild read the messages received from Sri N. D. Sundaravadivelu, Director of Public Instruction, Sri C. Ranganatha Iyengar, Journal Secretary, S.I.T.U., and Kumari A. V. Malathi, Secretary, North Malabar District Teachers' Guild.

Sri E. H. Parameswaran, M.L.C., inaugurating the Conference said that in Russia and Japan the spread of literacy had been rapid whereas in our country it had been very slow. There had not been sufficient enthusiasm and determination on the part of the Government. The provision which had been made in the Second Five-Year Plan was very unsatisfactory. There was no realization that children were more valuable assets than dams, irrigation channels and industries. If education was neglected, it was not possible for India to be among the leading nations of the world.

Sri M. K. Natarajan in his presidential address referred to the hardships caused to teachers by some unsympathetic managements of schools in the district and urged that Government should give sufficient protection to teachers.

He said that the wholesale condemnation of present day education by public men and leaders was exercising an undesirable influence on school pupils whose interest in studies was fast declining.

The following programme of lectures was gone through :

1. The Recommendations of the Central Advisory Board of Education and the place of languages in Schools by
   Sri S. Seshagiri Iyer, Mayuram.
2. Teachers and the Second Five-Year Plan by
   Sri D. Relton, Tanjore.
3. The Language-Learning Process by Sri S. Varadaraja Iyengar, Koranad.
4. The Re-organization of Elementary Education by
   Sri G. Jayanathan, Nagapattinam.

The afternoon session commenced with the reading of a Report of the Proceedings of the meeting of the Executive Board of the S.I.T.U. held on January 28, 1956 by the Secretary of the Guild.

Sri T. K. V. Rajagopalan read a paper on "Contract in Schools." He referred to the thoroughly unsatisfactory nature of the existing contract between teachers and managements and pleaded for the application of the rules in force in Government Service to teachers in aided institutions.

Sri C. Sudhama Rao, Deputy Registrar, Co-operative Societies, Tanjore gave a talk on "Housing for Teachers" and explained the facilities available for teachers to build their own houses.

Amendments to the Constitution of the S.I.T.U. were discussed. The Guild was in favour of (1) relaxation of the

residential qualification of the President of the S.I.T.U. (2) postal voting by associations in connection with the election of office-bearers of the S.I.T.U. and (3) retaining the present rule making it obligatory on the part of the Executive Board of the S.I.T.U. to nominate six names for the presidentship of the Annual State Educational Conference.

Resolutions were passed relating to pension scheme, age of retirement, salaries and service conditions of teachers, besides the following:

1. This Conference requests Sri E. H. Parameswaran, M.L.C. with the office-bearers of the Gulid and the President of the S.I.T.U. to wait in deputation on the Hon'ble Minister for Education and the Director of Public Instruction and discuss with them the need for revising the form of agreement so as to make it a more efficient instrument for safeguarding the interests of teachers.

2. This Conference views with grave concern the delay in the disposal of the appeal that has been preferred by Sri V. Sarangapani Naidu, former Headmaster of K. H. School, Tanjore and prays that Government may be pleased to expedite the disposal of the appeal.

3. This Conference requests the President of the Guild, Sri Paul and the Secretary of the Guild to wait in deputation on the Director of Public Instruction when he visits Mayuram in connection with the appeals of Sri V. Sarangapani Naidu and the teachers of Vishnupuram.

4. This Conference is of opinion that the sum of Rs. 320 crores is an utterly inadequate provision for education under the Second Five-Year Plan.

THE COIMBATORE AND NILGIRIS DISTRICTS TEACHERS' GUILD

The 30th Annual Conference of the Coimbatore and the Nilgiris Districts Teachers' Guild was held on 21-1-1956 at Gita Mandir in Dasaprakash Hotel, Ootacamund.

More than 200 men and women teachers from the two districts were present, besides Mr. C. P. Rajan, President, Nilgiris District Board, Dr. N. Basuviah, Municipal Chairman, Ootacamund, and Mr. Abdul Salaam, Municipal Chairman, Coonoor and many other prominent local citizens.

After invocation, Mr. A. J. John, Municipal Commissioner, Ootacamund, welcomed the gathering and hoped that the Conference would discuss the burning problems of education in the State and reach fruitful conclusions.

Mr. Damodaran, in his presidential address, observed that they were meeting at a very important juncture in the history of education in the country and said that the next five years promised to be a momentous period for education. Discussions of about half a century on the recommendations of various Commissions were at last yielding certain reforms and great changes in the educational patterns and methods were in the air. Most important of these Commissions was the secondary education commission under the Chairmanship of Dr. A. Lakshmanaswamy Mudaliar and the consensus of opinion about his commission's report was that it would open out a new era in education in this country.

Mr. Damodaran observed that no scheme of educational reorganization could be implemented successfully without the active co-operation of the teaching profession. He said that the salary scales and other benefits demanded by the teachers in all their conferences were reasonable. The Speaker was of the opinion that the State should lay down a basic minimum salary of Rs. 100 for the lowest grade of teachers in elementary schools and correspondingly increased salaries for secondary grade teachers, graduate-trained teachers, pandits, physical directors, craft instructors, etc., accord-

ing to their qualifications and experience.

Referring to the allocation of Rs. 300 crores for educational development in the Second Five-Year Plan, Mr. Damodaran said that this should be raised to Rs. 500 crores and that it was heartening to note that the Union Ministry of Education and the Central Advisory Board for Education had pressed for this increase. This was very essential in view of the very important educational reorganisation that was to be carried out in the next five years. In conclusion he appealed to the teachers to realise their responsibilities while asserting their rights and create an atmosphere in which public opinion would sympathise with the demands of the profession.

Inaugurating the Nilgiris District Teachers' Guild, Mr. N. M. Lingam, M.P., said that it was but appropriate that the teachers in the Nilgiris District should desire to have their own organisation with a view to promoting a corporate spirit among them safeguarding their interests and discussing matters connected with the reform of educational system and the amelioration of their lot.

Education, Mr. Lingam continued, was the most absorbing problem in India to-day and there had been a plethora of conferences, discussions, symposiums, etc., where the question had been discussed threadbare by eminent educationists. The main problem facing education to-day was how best to reorganise it to suit the peculiar needs and genius of India, which had attained political freedom. Mr. Lingam regretted that the State Governments were going ahead with their pet schemes in this direction without bothering to co-ordinate and correlate them with the schemes of the Union Ministry of Education, with the result there was confusion and a great deal of wasteful expenditure. He said that the deterioration of secondary and university education all over the country, particularly after the advent of Independence, had rightly been attributed to the lack of sufficient importance to English. Education had to be looked at as a whole from the primary stage to the university stage without seeking to compartmentalise it or tinkering with it according to the whims and fancies of the State Education Ministers.

Referring to the growing indiscipline among the students all over the country, Mr. Lingam regretted that so far nothing tangible and authoritative had been done by the Government to institute a searching enquiry into the causes for this malady among the students and find out practical remedies for it. He urged the constitution of a "National Brain Trust" consisting of the best brains of the country to go into the whole question of education and suggest ways and means to remove all its defects and make it really useful to the country.

After Mr. Ignatius Absolem, Principal, Government Arts College, Ootacamund, spoke on "the pre-University course," Mr. S. Sivasubramaniam, Secretary, read the messages received wishing the Conference success.

Mr. N. M. Lingam, M.P., gave away the prizes to the successful teachers in the various literary competitions. Mr. Sivasubramaniam proposed a vote of thanks. Mr. Chinnaswami, Secretary, Coimbatore Guild, thanked the members of the new Guild for the excellent arrangements made for the function.

After lunch the General Body Meeting of the Guild was held in the same hall. Sri G. R. Damodaran, M.P., President of the Guild, presided. Sri N. Chinnaswami Naidu, the Secretary, read the Annual Report and after discussion on it, it was approved 'nem con'. Then Sri S. Venkataramanan, Treasurer submitted the statement of accounts for the year; it was also

accepted after discussion without any one contradicting.

Next the following amendments to the constitution necessitated by the formation of the Nilgiris Guild were passed.

"Whereas the Nilgiris District is forming a Teachers' Guild of its own we do hereby resolve (a) to delete 'and the Nilgiris' wherever the word 'Coimbatore and the Nilgiris' occur in the Memorandum of the Association and the Rules of the Guild."

(b) Under Rule 5, para 3—delete 'The District of the Nilgiris shall be necessarily represented by at least one among the nine'.

The following resolutions were passed unanimously :—

1. Resolved to request the State Government to extend the pension scheme to all grades of teachers.

2. Resolved to request the State Government to raise the age of retirement of teachers to 60.

3. Resolved to request the Director of Public Instruction, Madras, to make Coimbatore also a centre for conducting courses for award of technical Teachers' Certificates to Craft Masters, Art Masters, etc.

4. Resolved to request the State Government to merge the dearness allowance with the salary.

5. Resolved to request the State Government to consider the following suggestion for incorporation in the rules relating to the account test to be passed by the Headmasters and Headmistresses of High Schools under Local Bodies that "in the case of a probationer who completes his fiftieth year before the expiry of the period prescribed in Rule 2 or Rule 3 exemption be granted from the said test."

Lastly Sri G. R. Damodaran was re-elected as President of the Guild and he was empowered by the General Body by a resolution to select personnel for the Working Committee to assist him in carrying on the affairs of the Guild during the ensuing year.

Office bearers for the year :—

President :

Sri G. R. Damodharan, M.P., Principal, P.S.G. College of Technology, Coimbatore.

Vice-Presidents :

Dr. M. Aramvalarthan, M.A., Ph.D., (Ohio), Principal, Teachers College, Ramakrishna Mission Vidyalaya, Periyanaickenpalayam.

Sri R. G. Subramaniam, B.A., L.T., Headmaster, Nanjappa High School, Tiruppur.

Secretary :

Sri E. Venkatesalu, B.A., L.T., Dip. S.S., Headmaster, Rajalakshmi Mills High School, Singanallur, Coimbatore.

Joint Secretary :

Sri K. R. Radhakrishnan, M.A., B.T., Headmaster, Suburban High School, Coimbatore.

Treasurer :

Sri S. Venkataramanan, B.A., L.T., Headmaster, Sarvajana High School, Peelamedu, Coimbatore.

The following gentlemen will represent the Guild on the S.I.T.U. :—

Sri E. Venkatesalu, B.A., L.T., Dip. S.S.
Sri K. M. Ramaswami Gounder, B.A., L.T.

THE NORTH ARCOT DISTRICT TEACHERS' GUILD

The Annual Conference of the North Arcot District Teachers' Guild was held at Arni in the premises of the Town

High School on 18th February, 1956. About 300 delegates from the various Secondary Schools in the District attended the meeting, which was presided over by Sri M. A. Manickavelu, our Revenue Minister.

The Conference began with prayer by Sri V. S. Bhuminathan of the Town High School, Arni. Dr. C. K. Dharmarajan, M.B., B.S., Chairman of the Arni Municipality and of the Reception Committee, presented an address of welcome to the Minister. In it he referred to the growing indiscipline among the students, pleaded for giving more importance to English in the scheme of Secondary Education and finally made an impassioned plea for a liberal enhancement of the teachers' emoluments.

The Minister expressed his pleasure to note the spirit of professional consciousness among the members of the teaching profession. He, however, warned the members against resorting to strikes in order to have their demands heard. Improvement in the status of teachers was bound to come, though it may take some time. The Minister advised the members to face facts. Instead of keeping on grumbling, they should endeavour to cut their coat according to the cloth.

Sri W. S. Srinivasa Rao, ex-M.L.A., compared the position of the present day teacher to that which obtained in his own days and pleaded strongly for the betterment of the teachers' salaries.

Sri S. Krishnamurthi, Headmaster, the Town High School, Arni, proposed the vote of thanks. He observed that the District Guild had been growing in strength and popularity during these twenty-nine years.

The list of office-bearers, elected for the year 1955-56 is given below :—

President :

Sri S. Krishnamurthi, Headmaster, The Town High School, Arni.

Vice-President :

Sri M. N. Vadivelu, Headmaster, Board High School, Arni.

Secretary :

Sri D. Narasimhachari, Assistant, The Town High School, Arni.

Joint-Secretaries :

Sri M. Venugopal, Assistant, Board High School, Jalarpet.

Sri R. Raghavendra Rao, Assistant, Board High School, Polur.

Representative of the Guild to the S.I.T.U.

Sri T. P. Gopalakrishnan, Head master, Board High School, Polur and the Secretary. (ex-officio).

Resolutions were passed relating to service conditions, pension scheme, superannuation and account test, etc.

THE SOUTH INDIA TEACHERS' UNION

Diary for February 1956.

6—2—1956 Resolutions of the Executive Board meeting communicated to the authorities.

11—2—1956 Meeting of the Madras Members of the Working Committee.

12—2—1956 Journal Committee meeting.

14—2—1956 Resolutions of the Working Committee communicated to the authorities.

23—2—1956 Meeting of the Madras Members of the Working Committee.

23—2—1956 South Indian Teacher—January 1956—published.

24—2—1956 Balar Kalvi—January 1956—published.

28—2—1956 Mr. and Mrs. Phillip Coombs were entertained.

NEWS AND NOTES

GURUSAMIPALAYAM

A meeting of the Teachers' Association of the Sengunthar Mahajana High School was held on 11-2-56. Sri M. K. Ramamurthi, Headmaster, was in chair. Sri E. Shanmugam, President of Salem District Teachers' Guild, addressed the members of the Association.

Sri E. Shanmugam, while he spoke explained the various reasons for indiscipline among the students and he explained how it could be removed. He also touched many points connected with the status of the teachers and appealed to the teachers to come forward to make a strong unity among themselves and to work for their uplift. He said that a study circle can be started in every taluk and the teachers can discuss on educational points. He also agreed with the Headmasters' view that this study circle can even help our brother Elementary grade Teachers to become Secondary grade Teachers.

The meeting ended with a vote of thanks by Sri S. V. V. Raman, Secretary of the Association. Sri V. Shanmugasundaram, the Corespondent of the school, also participated in the meeting.

Before the meeting commenced the President of Salem District Teachers' Guild had a discussion with the Headmaster and the Secretary of the Teachers' Association regarding the conducting the annual Conference of Salem District Teachers' Guild at Gurusamipalayam this year.

TIRUNELVELI

Delivering the address on "What is Mathematics?" at the first annual meeting of the Mathematical Education Association at the M.D.T. Hindu College premises on 8-3-'56 under the presidentship of Sri K. S. Ganapathi Pillai, M.A., L.T., Professor, M. D. T. Hindu College, Tirunelveli Junction, Sri G. S. V. Srinivasaseshan, B.A., B.T., Lecturer, St. Xavier's Teachers' Training College, Palayamkottai said that Mathematics is a body of propositions deduced from an assumed set of terms and postulates and that there are different systems of mathematics, varying with the different systems of assumptions and that Euclid's, Hilbart's, Pieri's, Lobatchewsky's and Riemann's Non-Euclidean Geometry exist and that the algebra of the real number system and complex number system is based on more than sixty-four assumptions The President, in the course of his concluding speech, referred to the definition of Bertrand Russel about maths. Mr. S. Vaideeswaran, B.A., (Hons.), B.T., and Sri K. Lokachari, B.A., L.T., supplemented the speech. Miss Glory Thomas, B.A., B.T., Assistant, Sarah Tucker High School, gave a vote of thanks.

LETTER BOX

PHYSICAL EDUCATION AND SCOUTING

The Hindu, in an editorial makes a powerful plea for incorporating scouting in the scheme of physical education, or rather for making physical education programme 'part of a more comprehensive programme of extra-curricular activity like scouting, which combines physical activities with a variety of useful crafts and training for multifarious types of social service.' Scouting has, in the past, exercised a profound influence on the character, the aims and the purpose of education in India. The idea of the scoutmaster as the elder brother and the camp-fire spirit in the scout camps have paved the way for more human and intimate relationship between the teacher and the taught in our educational institutions. The incentive to healthy outdoor life has passed from scouts to their schoolmates. Hobbies and handicrafts practised by scouts are encouraged among all school children. The scouting ideal of service to humanity is no longer the monopoly of the scouting community, but the privilege of the boyhood of India. Again, what with the hero-worship fostered among scouts by the patrols being named after India's great men, and what with the singing of 'Jana Gana', 'God save our Ind' and other national songs, even under alien rule. Indian scouting gave a national orientation to education in India. Hence the plea of *The Hindu* on behalf of scouting will hearten those who have experienced the joys and usefulness of the scout movement.

In the same editorial, the paper says that physical education today consists of merely 'movements of the limbs unrelated to any object of individual or group interest'. The school boy who does not love to play the truant to the "drill" class is a rare bird. The statement is over-drawn. In Madras at least, thanks to the training imparted to the physical education instructors and directors in the Y.M.C.A. College of Physical Education, physical education today covers organised games and recreational activity. Most of the games invented by Baden-Powell, the founder of the movement, have been absorbed in the scheme of physical education now in vogue in Madras State. Scouters used to say that the scout games have been 'plagiarised', by physical education experts.

Again, the scheme of citizenship-training now being worked out in the secondary schools and the training colleges of the State embraces the Tenderfoot and the Second-class Tests of scouting; only the ethical basis of the scout movement covered by the Scout Law and the Scout Promise has been left out. In fact, citizenship-training is nothing but scouting 'with a vengeance'; but it is unfortunate that the citizenship-training is being conducted within the working-periods of the school time-table.

Physical education and citizenship-training being compulsory for every pupil, scouting as a voluntary educational activity is losing ground; and the scoutmaster is at a disadvantage, for the troop work has to be mostly, repetition or reduplication of what has already been done. There is need for synthesizing and integrating the three aspects of training in the work of secondary schools, if the vital and inspiring force of scouting is to play its part in the character-training of our pupils. The physical instructor and the scouter being combined in one person is no solution.

In the colleges, social service leagues function; and there is nowadays no paucity of funds in organising social service activities, in colleges. But Rover-scouting has not had a fair chance in the extra-curricular activities of colleges. Rovering with its scheme of study-circles, rover quests, hiking expeditions and social service of a dis-

ciplined character is bound to exercise a healthy influence on adolescent youths. Rovering, properly organised and actively encouraged, may well form the basis of a national youth movement, for cultivating and developing a sane, balanced adult citizenship. An impetus for training for intelligent and useful citizenship through recreational activity is needed at this hour. The Central Advisory Board of Education may well consider the suggestion in all its aspects.

R. SRINIVASA IYENGAR.

Coimbatore, Srinivasa Tutorial,
17th February, '56.

MILITARY EDUCATIONAL CONCESSIONS

Sir,

I understand that according to ROC N. 1090-MC. 1/55 dated 10-2-'56 of the Director of Public Instruction, Madras, Military Educational Concessions enjoyed by children and dependants of ex-servicemen will cease from the next school year. In a former notification it was notified that this would continue till 1960. On this assurance several ex-servicemen have sent their children to colleges. The recent D.P.I.'s communication would no doubt place the students in a fix especially if they do not finish a stage of college course this academic year. The question of continuing the concessions is a very important one affecting the future of several youths. I therefore request the authorities to review their proceedings and pass orders to make the concessions available for at least two more years in which case the ex-servicemen may take the orders as two years' warning.

MRS. DHANALAKSHMI SUNDARARAJ.

Dharapuram,
25th February '56.

TEACHING MEDIUM IN HIGHER STUDIES

Sir,

From the next academic year, drastic changes are to be introduced in the higher studies, such as abolition of Intermediate course, introduction of one year pre-University Course and the three-year Degree Course instead of one year. In the altered set up of the country, the question of medium of instruction in the University Course naturally crops up,—some favouring the continuation of English medium, some advocating the regional language medium and still other favouring the medium of Union Language—Hindi. In the midst of these conflicting views, the students are puzzled and perplexed.

In my opinion, if the English medium cannot be altered immediately, let the students study in that medium. After passing the Degree Examinations, they may be permitted by the University to appear again for Degree Examination, and write the part III subjects such as History, Economics, Maths, Science in the regional language or in Union Language and the pass in the Indian Language medium be recorded in the certificate.

In recruiting the candidates for Provincial Government Service, preference may be given to those who have passed in Tamil or Malayalam (or any regional language) medium and in the services of the Central Service, preference may be given to those who have passed the Degree Examination in Union Language medium.

The task of imparting instruction in Regional Languages may be entrusted to such bodies as Tamil Valarchi Kazhagam, Telugu Basha Samiti etc., and that of Union Language medium to Hindi Prachar Sabha or other competent bodies doing constructive work in the educational field.

It is hoped that the Educational Authorities will ponder over this suggestion and move in the matter.

S. R. SASTRI, M.A.

4, Hindi Prachar Sabha St.,
T.Nagar, Madras-17.
27th February, '56.

An Extract from the Report of the Secondary Education Commission Regarding Diversified Course.

Commerce Group.

The broad outline of the curriculum at the high school and the higher secondary stage is given below with reference to commerce group.

GROUP 4. (Commercial).

(a) Commercial Practice.
(b) Book-keeping.
(c) Commercial geography or elements of economics and civics.
(d) Shorthand and typewriting.

Students are expected to choose *any three subjects* from the above group.

In the expansion of rural credit system in the country, there will be great demand for personnel with knowledge of banking. So banking may also be included in this group. The report says 'as and when necessary additional diversified courses may be added.' (page 233 para 1)

Shorthand and typewriting *will be a failure* if they are introduced from form IV. The capital expenditure is also very great. Besides the business people generally prefer only those candidates that have passed the Govt. Technical examinations in shorthand and typewriting (Higher). So in my view it is a big waste of funds if these two subjects are introduced in schools.

Secondly when there is so much emphasis on regional language in the country the need for English shorthand and typewriting will become less. These subjects are not needed for B.com. Course in the University.

So I would like to suggest the following subjects which can be offered in schools under diversified courses and under group IV (Commercial).

(a) Commercial Practice.
(b) Book-keeping.
(c) Commercial Geography.

OR

(a) Commercial Practice.
(b) Banking. (This is not given in the list.)
(c) Commercial Geography.

OR

(a) Commercial Practice.
(b) Book-keeping.
(c) Elements of Economics and Civics, etc.

The above subjects, in due course, can be taught in the regional language also without much trouble.

As regards Technical teachers, it is easy to get them in this State as there are many group certificate holders or diploma holders with T.T.C. or degree holders with B.T. (B.Com.).

Enough text-books are also available in English to teach the above subjects and the syllabus can be so framed as to start teaching these subjects even from form IV. But the report says that the diversified course begins only from the second year of the high school stage.

I hope the schools will come forward to introduce the commerce group in them.

D. SESHADRI.

St. Gabriel's High School,
G. T. Madras-1.

Sir,

The filmstrips bearing the following titles were shown to the students of the St. Gabriel's High School (Forms III to VI) and to the students of the Secondary Teacher Training section of the same institution.

1. Primary Geography series—Every day life in U.S.A. farming.
2. Through Nepal to Everest.
3. India : Forests, Fisheries, Minerals and Industrial development.
4. The geological action of running water.

5. Air routes to the world, No. 4. India to Japan.
6. The story of timber.

The filmstrips, 'Every day life in U.S.A. farming' and 'Through Nepal to Everest' were fascinating. The first one would really be useful in giving a revision lesson to students of the high school classes after the lesson on U.S.A. vegetation, etc., is over. The other filmstrips were informative and interesting.

I thank you for your kind loan of these filmstrips.

V. ARUNAJATAI,
Headmaster,
St. Gabriel's Secondary Teacher Training Section.

THE GOVERNMENT OF MADRAS

ABSTRACT

SCHOOLS—Secondary—Aided—Compensation on account of fee concession to poor children—Payment—Orders issued.

Health, Education and Local Administration Department.

G.O. Ms. No. 495, Education Dated: 17th March 1956.

Read the following :—

G.O. No. 926, Education dated 19—5—1955.
G.O. No. 1904, Education dated 28—11—1955.

ORDER :—

The Government direct that the managements of aided secondary schools be paid compensation for the fee income lost by them on account of the concession sanctioned in G.O. No. 926, Education dated 19th May 1955, during the school year 1956-57, on the basis of the rates of fees levied by them during 1955-56. If the fees levied during 1956-57 are lower in any particular case, then the actual rates of fees levied will be taken as the basis for compensation.

The compensation grant may be paid in instalments and in the manner approved in G.O. No. 1904, Education, dated 28th November 1955.

(By Order of the Governor)

C. P. GOPALAN NAYAR,
Deputy Secretary to Government (Education.)

To

The Director of Public Instruction.
The Accountant General through Finance.
Sri A. Kalyanaraman, Accountant General, Madras.
Copy to the President, South India Teachers' Union.
Copy to the Secretary, The Madras Aided Secondary School Managements' Association.

True Copy/Forwarded/By order.

(Sd.) K. BALAGOPALAN,
Superintendent.

(True Copy)

A DUTY TO PERFORM

Shall we keep our boys and girls ignorant of the basic issues that affect our day-to-day life? Will the teaching of History, Geography, Arithmetic and Science alone be sufficient, in this fast-growing world of ours, to make them practical-minded citizens of the future? Is it not, therefore, a duty cast on our educationists to see that students acquire an intelligent understanding of the terms like Labour and Capital, Employers and Workers, Wages and Prices, Government and Taxes, Banks and Money, Imports and Exports, Rent and Interest, etc., which figure so largely in our life to-day? Will not an elementary knowledge of these vital factors give a better finish to their secondary education?

ROW & WREN'S

WORK, WEALTH AND WAGES

Pages, 103. **2nd Edition.** **Price, As. 12.**

will give your students this all-too-necessary equipment. In the words of *Careers and Courses* for February, 1952, "besides equipping the young reader with an elementary knowledge of economics the book instils in him or her the desire to work and be a useful citizen. It condemns the idea of making money the principal goal of life. It is work rather than money which requires more devotion".

"The Book reads like a story"..........and would make "a very instructive supplementary Reader in Class X or XI of our High Schools" observes the *Education of Pakistan* in its issue for December, 1951.

—Tamil Edition (Price, As. 12) now available—

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society for India, Park Town, Madras.

OUR BOOKSHELF

Work, Wealth and Wages (Tamil) : (K. & J. Cooper. Price 12 As.)

This translation into Tamil of the English book written by E. F. Row and P. C. Wren gives in very easy a language the elementary ideas of economics. Students of high schools will find in this book an interesting introduction to the subject as part of the social studies.

Journal of Family Welfare, Vol. II, No. 2. January 1956. (A bi-monthly journal. Single copy Re. 1. Annual subscription Rs. 8.)

As we observed some time ago in reviewing an earlier issue of this journal, the journal attempts to give expert information on family planning. There are three articles in this issue which are worth studying both by men and women interested in family limitations.

English for Primary Schools : Books I and II. by P. Cleland. (Thomas Nelson & Sons, Ltd., Edinburgh. Price 3sh. 6d. each.)

Very attractively prepared children's books with coloured illustrations. This creative course in English, " based on careful analysis of the needs and ability of the primary school child, provides a sound and comprehensive introduction to the study of English. The fundamentals of composition and language study are presented in a way calculated to maintain interest and ensure systematic progress. The method of presentation links the learning process with the natural interests of the child at each stage of development, and allows him to express himself in terms closely related to his own experience and acquired background knowledge.

A book of English Idioms with explanations. by V. H. Collins. (Orient Longmans, Ltd. Price 10sh. 6d.)

This cloth bound and well got up book contains 1015 idioms employed more frequently today. Besides explanations, the origin of each idiom is given. It would be more useful if the author had given one or two sentences using each idiom as example.

Education in Germany : by Yamunabai Hirlekar. (Popular Book Depot, Bombay-7. Price Rs. 4-4-0.)

In this book the author records her personal impressions and experiences of the educational system in Germany. Her close association with the educational system in India has enabled her to bear on her study a keen insight into the details of the system in Germany. The book is well got up and contains some apt illustrations.

Education in Germany : An introduction to foreigners, 1954. by E. J. Hilla and F. O. Kegel. (Frankfort-a-Main, Germany.)

This is a booklet intended to inform the foreign reader of the present condition of German Education.

The Diamond Jubilee Souvenir of the Madras Teachers' Guild—1956 :

A beautifully and attractively got up volume of 136 pages contains articles on educational topics besides historical account of the growth of the Guild and illustrations. The Editor needs to be congratulated on the splendid execution of this work.

King Solomon's Mines : by A. Roder Haggard. (Thomas Nelson & Sons, Edinburgh. Price 4sh.)

This is an addition to the Teaching of English series. The language is simple. The story is easily told and is full of thrills which characterises adventures particularly in the interesting tribal country of Africa.

List of publications received and thankfully acknowledged :—

1. Sokkalal High School, Mukkudal, Magazine—February 1956.
2. Education in India, Vol. I. 1952-53 : Ministry of Education.
3. Administration Report of the Government Museums and Connemara Public Library for 1954-55.

C. R.

THE SOUTH INDIA TEACHERS' UNION

WORKING COMMITTEE

An urgent meeting of the Working Committee of the South India Teachers' Union was held at 2 p.m. on 31-3-1956 in the Hindu High School, Triplicane. Sri T. P. Srinivasavaradan, President of the Union, presided. After a discussion on the recommendations contained in the White Paper on Education published by Government, the following resolutions were passed :—

1. The Working Committee regrets to note that the Government have not released the complete report of the Committee appointed by the Government to suggest steps for the implementation of the recommendations of the Secondary Education Commission of which Dr. A. L. Mudaliar was the Chairman. The Departmental comments together with the recommendations of the implementation committee would alone have enabled the public and the educationists to appreciate the proposals of the Government and come to correct conclusions.

2. The Working Committee endorses the proposal of the Government that the Higher Secondary School Course should be of four years duration following an integrated course of seven years of elementary education. It particularly welcomes the proposal of a seven year integrated course, as this will do away with the various courses at present which do not dovetail into one another.

But the uniformity of an integrated course should not stand in the way of finding satisfactory solutions to individual problems arising out of the specific characteristics of the area in which the schools are situated.

3. The Working Committee is of the view that formal education should begin at 6 plus. But the proposal of the Government to have it at 5½ plus and the school leaving age at 16½ plus may be accepted during the transition period in the peculiar circumstances of our State. The Working Committee notes with regret that no mention has been made of the necessity for starting kindergarten and nursery schools. The starting of such schools should be encouraged by the State and liberal aid given.

4. It is admitted by the Government that in the reorganised integrated course of elementary education of seven years, each of the present standards 1 to 5 will be of a higher level as also standards 6 and 7 than the existing standards. The reorganised fifth standard will be equal to present first form standard. At present elementary schools are having mostly higher grade trained teachers. There is no proposal to replace them by secondary grade teachers. The entire scheme of reorganisation of education contemplates upgrading from standards 1 to 11. As the phasing of the elementary school course is inevitable in the existing circumstances, the Working Committee resolves that it should be of four and three years and not five and two as proposed, as this alone would improve the quality of education.

5. The increase in the teacher-pupil ratio proposed, unless compensated by staffing the first five standards by secondary grade teachers, will not bring about the desired improvement in the quality of education at the end of the fifth standard. Again, in the present circumstances it is not possible to make all elementary schools have seven standards. Hence the Working Committee is firmly of opinion that in the elementary education stage there should be two phases of four and three and not of five and two years.

The Working Committee regrets to note that this problem has been looked at from the point of view of accommodation and finance and not from the educational and efficiency point of view. The phasing arrangement proposed by the Working Committee will not entail any retrenchment of teachers nor will it cost the Government enormously except by way of a small building grant, the cost of equipment remaining the same.

6. The Working Committee is strongly of the opinion that the contemplated period of upgrading of the present secondary schools into higher secondary schools is too long. It supports the recommendation of the implementation committee that a beginning should be made to start higher secondary schools from the academic year 1957-58 instead of 1958-59.

7. The Working Committee is of the opinion that the time has come for steps to be taken to discontinue higher grade training. It draws the attention of the Madras Government to the recent decision of the Andhra Government on this matter. During the transition period the higher grade trained teachers may be allowed to teach only the first three standards of the elementary school course.

8. *Teacher-Pupil Ratio :* While the Government themselves admit that smaller classes facilitate good quality teaching and larger classes do not, the increase in the pupil-teacher ratio to 40 : 1 will result not only in poor quality teaching but will aggravate stagnation and wastage. The Working Committee is therefore of opinion that the ratio may be fixed at 30 : 1 in the first phase of elementary education and 40 : 1 in the second phase as a temporary measure.

9. *Teachers' salaries :* The Government are aware that a wide gap exists between the service conditions of teachers and those of persons of comparable qualifications in government and quasi-government departments. When such is the case it is unjustifiable to state that if the age of retirement is raised to 60, it will have likely repurcussions affecting all classes of public and quasi-public employments. For the successful implementation of the Second Five-Year Plan, especially in the field of education, all available man-power should be utilised and the experienced teachers, if they are found hale and healthy, should be retained at least till the completion of 60. The Union is glad to note that the Madras University has recommended the age of retirement to be 60 and, if colleges so desire, it may be extended up to 65. The age of retirement of teachers in elementary and high schools in other States in India is either 60 or 65. The Working Committee is therefore emphatically of opinion that the age of retirement should be fixed at 60.

10. The proposal of the Government to place the secondary grade teachers in higher elementary schools on a par with those in middle schools as regards salary scales is welcome. Its proposal to give Rs. 10 and Rs. 15 to teachers employed in elmentary schools under aided and local bodies at the rate of Rs. 2 and Rs. 3 respectively and not committing itself to continue them beyond the plan period is most disappointing.

11. The omission of any specific mention of the revision of salary scales of teachers and of old age provision which the teachers have been made to expect is most disappointing . The Working Committee views this with grave concern, as efficiency of an institution depends upon the contentment of teachers. It draws the attention of the Government to the resolutions of the Union on salary scales and old age provision passed at the last three annual State Educational Conferences. The Government by postponing the consideration of the legitimate claims of teachers are only aggravating the sense of frustration among the teaching profession.

The Working Committee adjourned to meet the next day at 11 a.m.

The adjourned meeting of the Working Committee of the South India Teachers' Union met at 11 a.m. on 1st April 1956 and passed the following resolutions :—

1. *Board of Secondary Education :* In accordance with the recommendation of the Secondary Education Commission a Board of Secondary Education should be constituted at the beginning of 1956-57. In as much as 180 schools are proposed to be converted into multipurpose schools during the next five years, it is essential that the Director of Technical Education, the Director of Agriculture, the Director of Industries, and the head of a polytechnic should find places on the Board. The Working Committee is of opinion that the composition and the functions of the Board should be on the lines suggested by the Secondary Education Commission. One of the functions of this Board should be to frame conditions of recognition of higher secondary schools and the qualifications of the teaching staff ; the granting of recognition should be vested in a special committee of the Board of Secondary Education.

As multipurpose schools with diversified courses will grow in number in the next five years, the Working Committee is of opinion that for proper guidance and direction, there should be a Director of Technical Education, who shall also be a member of the Secondary Education Board.

2. *Security of Tenure of Teachers :* The present form of agreement between teachers and managements of aided secondary and elementary schools does not adequately cover cases of unjust terminations of services of teachers. The Working Committee is therefore of opinion that the time has come for urgent revision of the agreement and the relevant rules in the M.E.R. empowering the education department to intervene immediately so as to give effective security to teachers.

3. *Schools under the management of local bodies and Panchayats :* As early as 1942, it was pointed out by the Central Advisory Board of Education that the schools managed by local bodies were not properly functioning on account of local factions and party politics. In recent years numerous instances have been brought to the notice of the South India Teachers' Union of the meddlesome and unnecessary interference of the local bodies in the day to day administration of schools, of frequent transfer of teachers and of not appointing teachers for classes for months together or of appointing teachers not qualified to teach the subjects for which teachers were required. Such undue interference and abuses of power undermine the discipline of schools and bring down the efficiency of the institutions. It is for these reasons and in the interest of education and healthy atmosphere in schools that the South India Teachers' Union strongly recommended the constitution of the Regional Boards which the Elementary Education Reform Committee under the chairmanship of Dr. Alagappa Chettiar accepted, but excluded the municipal elementary schools from the Regional Boards. The Working Committee is still of opinion that the schools under local bodies, both secondary and elementary, should be under the Regional Boards.

4. The Working Committee welcomes the proposal of the Government to have central multipurpose schools each providing practical instruction to a group of schools in large towns.

5. *Refresher Courses :* The Working Committee is glad to note that the Government have accepted the recommendation, so often repeated by the Union that refresher courses should be arranged at least once in five years for teachers in particular subjects. It is hoped that in a number of places refresher courses would be started in 1956-57.

6. *Study of languages:* The Working Committee, while agreeing with the proposals of the Government regarding the study of languages both in the elementary education course and the higher secondary school course, is of opinion that the study of English as a compulsory subject should begin from the reorganised standard V and Hindi or any other Indian language not taken as first language, from standard VI. It agrees with the Government that in the context of diversity of languages in our State, it is not advisable to make Hindi compulsory, but provision for the study of Hindi must be made in every school.

7. The Working Committee has resolved to extend the registration of delegates to the 46th Madras State Educational Conference up to the 15th of April 1956.

T. P. SRINIVASAVARADAN,
President.

V. ARUNAJATAI,
Secretary.

1-4-1956.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENRAL BODY MEETING

NOTICE

The annual General Body Meeting of the South India Teachers' Union will he held at 8 a.m. on Wednesday, the 16th May 1956 in the Conference Hall at Chingleput. Members are cordially invited to attend.

Agenda

1. To consider and adopt the Annual Report for 1955-56.

2. Election of Office-bearers for the year 1956-57.

3. Amendment to Rule 3 of the Union Rules:

Membership Fee:

Clause I. *Affiliation Fee:*

(a) District Teachers' Guilds:—

The affiliation fee of a District Teachers' Guild shall be made up as hereunder:—

(i) Subject to a minimum of Rs. 50 and a maximum of Rs. 200, an amount calculated at the rate of four annas per member on the rolls of its affiliated associations other than Taluk, Municipal or Range Elementary Teachers' Unions, as on the 30th June of the year preceding;

(ii) A sum calculated at the rate of rupee one per 50 members on its elementary school teachers' unions (whether centre, range or taluk); and

(iii) A sum calculated at annas four per individual member on its rolls in the previous year.

Clauses (b) and (c) to remain the same.

4. Any other business that may be brought forward by the Executive Board.

V. ARUNAJATAI,
Secretary.

P. R. SWAMINATHAN,
Joint Secretary.

Madras-28,
1—4—1956.

EDITORIAL

Rev. Dr. A. J. Boyd.

In the retirement of the Rev. Dr. A. J. Boyd there will arise a void in the educational world of Madras very difficult to fill. For well over three decades the Rev. Boyd was very closely associated with that great centre of Higher Education, the Madras Christian College. His earlier association with the great masters who preceded him in the high office of the principalship and his great missionary spirit combined made him a worthy occupant of the headship of the College, hallowed by that other great missionary principal Miller. Dr. Boyd's clear perception of the needs of Indian young men, his abounding sympathy with the aspirations of the youth of Resurgent India, his great scholarship and his deep humanity enabled him to shine as the great principal of a great college. Madras will greatly miss him and no doubt Dr. Boyd will feel his absence from Madras even while in his own dear native land.

Madras was singularly fortunate in having had for over a century a brilliant galaxy of Scottish Educationists who influenced educational thought and practice to such a considerable extent as to give it a pre-eminent place in the educational map of India.

We wish the Rev. Dr. A. J. Boyd health, happiness and peace in his retirement.

Late C. C. Abraham.

We deeply regret to have to record the demise of Mr. C. C. Abraham, Principal of the Y.M.C.A. College of Physical Education. The late C. C. Abraham in collaboration with the late Dr. H. C. Buck rendered great service to the cause of Physical Education in India. His services in the establishment of the College and later when he became its principal, in expanding its usefulness, were largely responsible in giving physical education the attention that it richly deserves. Through the annual alumni association and the periodical conferences on physical education under the auspices of the physical education association, he kept constantly before the authorities the importance of physical education and helped to give to the teachers of physical education a confidence in themselves and to secure for them an esteem and a status. He contributed greatly in developing the profession. His death is a serious loss. We offer Mrs. Abraham our deep sympathies in her sad bereavement.

Teachers and Cattle Enumeration

It is surprising to learn that the Government have ordered that teachers in elementary schools should be required to take a census of the cattle. Teachers seem to be regarded by our Government as a Jack of all work—a handy man who can be ordered to do any work that Government desire to do. They are required to help in the census of school-going children in the area around their school. Teachers agreed to do that for they thought that it would help in planning educational facilities, though now they know that it is all mere waste of effort. They help in the midday meal service even cutting out their lunch hour, for they feel they are really doing a service to their children. Some time ago, they were required to collect statistics of village artisans who would help in that short-lived plan of half-day work and half-day studies. Probably Government feel that because teachers silently bear all these burdens, they can be entrusted with additional work of no concern or relation to education. Their numbers seem to come in handy when work of the kind of cattle enumeration is needed by the State. While Govern-

ment never fail to complain about the poor quality of work of the teacher, they never seem to hesitate to saddle him with extra academic work compelling him to be constantly of the job.

We are glad that the members of the Madras Corporation expressed in no uncertain terms their protest against this requirement of the Government. We do hope that this protest will be heeded to and the obnoxious order rescinded.

Such callous indifference to the needs of education and high-handed autocracy of the authorities will surely drive the teachers to express their protest much to the embarassment of the Government. We trust Government will take prompt action in cancelling this order.

The White Paper

We are glad that the Working Committee of the South India Teachers' Union has carefully examined the proposals contained in the White Paper and drawn up a very detailed and exhaustive memorandum on the subject. We publish the resolutions of the Working Committee elsewhere and desire to endorse it in full and press on Government to take early action on the lines suggested therein.

We wish with the Working Committee that Government have released the full text of the recommendations of the Special Committee appointed by the Government to advise them on implementing the recommendations. It is surprising that they should have published all the objections by the Department of Education.

In a matter like an overhaul of our existing educational pattern to suit the needs of a resurgent renascent India, bold vision and courage are necessary. Proposals for reform should not be examined only from the point of view of easy control and authoritarian administration.

It is unfortunate that the White Paper does not clearly indicate its policy in respect of management of elementary schools. Enforcement of compulsion and providing for education for all the children can never be achieved when there is divided responsibility. The State should assume responsibility and devise a machinery whereby local interest and support can be fully utilised. The suggestion of Regional Boards suggested by the Alagappa Committee has not been pursued, as far as we could see, in the Government's proposals contained in the White Paper.

While the White Paper has been at pains to show that the teacher-pupil ratio has to be increased, it has been somewhat half-hearted in its meagre proposals for increasing teachers' salaries. We trust that in the discussion in the legislature, our popular representatives will make the administration translate their professed sympathies for the teachers' lot into action.

While we accept the age regulation suggested by the Madras Government, we fail to notice any proposal either to open kindergarten or nursery classes for children between 4 and 5½ years of age. The Government have proposed that 5½ years should be the age for formal education to begin and 16½ the terminal age.

In the proposed reorganised scheme of education, the Government propose to phase the seven years integrated course into 5 and 2. The South India Teachers' Union agrees with the Government's proposal that the course should be an integrated one. Since it is not possible to have the seven years course in every elementary school, phasing into two divisions is necessary. As most of our elementary schools having five classes have only higher grade trained teachers, and as in the new reorganised scheme classes 4 and 5 will be of a higher standard than the present one, and as the aim of reorganisation is to improve the standard of attainment of the pupils at every standard, the Working Committee of the

Union has rightly suggested that the phasing should be 4 and 3 and not 5 and 2. Any reorganisation will bring about some upsetting in the present set-up. If the Government could force the elementary schools to have only secondary grade teachers for classes 4 and 5, then the phasing could be 5 and 2 ; otherwise, it should be 4 and 3 which alone will raise the quality of education.

It is most regrettable to note that the whole reorganisation proposal has been viewed from the point of accommodation and finance. With the same accommodation and with the same amount of expenditure, but with larger enrolment of pupils, the quality of education cannot be improved, but on the other hand it will considerably go down. If favourable conditions are not given, there is no use of throwing the blame upon the teaching profession.

The Working Committee of the Union has dealt with the questions of the age of retirement and the reconstitution of the Board of Secondary Education. It is our hope that the Government would give due consideration to the proposals of the Union in formulating their decisions. A committee consisting of members from both the legislatures has been constituted to advise the Minister for Education. This committee consists of great educationists whose advice and suggestions will be of great value to the Government. Our Government should view the question as an All-India affair. Other States have agreed to follow the recommendations of the Central Advisory Board of Education, and we should also fall in line with them, making only minor changes within the pattern to suit our local conditions.

Kulapathy James H. Cousins

We deeply regret to have to record the demise of Kulapathy J. H. Cousins. A great scholar and great teacher has been taken away from this world. He took such a liking for India and her people that he decided to make it his motherland. During the years he spent in India he was actively associated with our educational system and under the able leadership of the late Dr. Annie Besant and Dr. G. S. Arundale, he made a most distinctive contribution to Indian educational thought. He brought out vividly to the people that in education what matters most is not the quantum of knowledge but the development of personality by bringing out the creative talents of every individual. He spared no effort in focussing his attention on the need for training the emotion so as to help each child to live in complete harmony with his physical environment and to secure spiritual satisfaction.

His great address to the 26th Provincial Educational Conference held at Anantapur in December 1934 was a masterly exposition of his educational ideals. The delegates assembled at the conference expressed their appreciation of his great contribution to Education by conferring on him the title of Kulapathi. It may be said that the Union is never free in the conferment of honours but it has shown always commendable judgment when it confers such honours. The late Kulapathy Cousins was always proud of the honour.

Dr. Cousins and Mrs. Cousins have done great service to this country. Their services are remembered with great gratitude by the people of India.

E. H. Parameswaran

The passing away of Sri E. H. Parameswaran on the 7th April 1956 under tragic circumstances is an irreparable loss to the teaching profession of our State. He was actively associated with the Executive of the South India Teachers' Union for over thirty years and his colleagues highly valued his suggestions and advice on matters educational and professional. Though he was working in places far from Madras, he always considered it a sacred duty to attend the meetings of the Union

held in distant places. It looks as if it was ordained by Providence that he should die in the midst of teachers for whose cause he had been devoting his life. The void created by his death cannot be easily filled in. He was a valiant champion of the teaching profession and in all his speeches he used only gentle and persuasive language.

He represented the Teachers' Constituency in the Madras Legislative Council for the past four years. He was for a very long time the headmaster of the Thirthapathi High School, Ambasamudram. After retirement from that school, he became the headmaster of the M. N. K. M. High School at Chittalancheri, in South Malabar. He had been the President of the Tirunelveli District Teachers' Guild for several years and at the time of his death he was the President of the South Malabar District Teachers' Guild and Chairman of the Malabar District Guilds' Council. In May 1955 he presided over the 45th Madras State Educational Conference held at Cuddalore. He was a member of the Senate and a member of the Board of Secondary Education. For many years he was one of the Directors of the S.I.T.U. Protection Fund.

His association with these bodies enabled him to tackle every educational problem satisfactorily. His death reminds us of the death in similar circumstances of another great scholar and educationist, K. B. Ramanatha Aiyer in 1926 at the time of the Madras Teachers' Guild annual conference. We offer our sincere condolences to his wife and relatives.

CONDOLENCE RESOLUTIONS

At a meeting of the Working Committee of the South India Teachers' Union with Sri T. P. Srinivasavaradan, President of the Union, in the chair, it was resolved to place on record its deep sense of sorrow at the tragic and sudden demise of Sri E. H. Parameswaran, M.L.C., who rendered invaluable services to the cause of the teaching profession and who had been actually associated with the S.I.T.U. for over 35 years.

It further resolved to offer its sincere condolences to the members of the bereaved family.

In his memory the office of the S.I.T.U. was closed on 12th April 1956.

Condolence resolutions were also received from the Teachers' Associations of the following schools:—

1. K.S.C. High School, Tiruppur, Coimbatore.
2. Board High School, Wandiwash, North Arcot.
3. Board High School, Avanashi, Coimbatore.
4. Bishop Heber High School, Puthur, Tiruchy.
5. Findlay High School, Mannargudi, Tanjore.
6. C.C. Ely. School, Kadayam, Tirunelveli.
7. Swathanthra High School, Athipalayam, Coimbatore.
8. Rajah's High School, Kottakal.

From Sri K. N. Pasupathi, Kurnool; Sri S. Subramania Aiyer, Ambur; from the Secondary Education Workshop Training Camp, Madanapalle; and Mr. K. S. Chandrasekharan, National Defence Academy, Poona.

E. H. PARAMESWARAN

It was with a shock that I heard of the sad demise on a sudden heart attack of Sri E. H. Parameswaran, M.L.C., Member, Working Committee of the South India Teachers' Union and President of the South Malabar District Teachers' Guild.

The late Sri Parameswaran was one of the pioneers of the Teachers' Organisation in India. Even so early as 1920, when he started life as a teacher in the Nurani Hindu High School, Palghat, he showed his genius for organisation and helped to organise the Malabar District Teachers' Guild. Ever since, he had been closely associated with the South India Teachers' Union, having been elected almost continually every year to the Executive of the South India Teachers' Union.

When in 1936, he left Palghat to take up the headmastership of the Thirthapathi High School, Ambasamudram, he associated himself with the Tirunelveli District Teachers' Guild and served as its President for several terms.

He was associated with the South Indian Teachers' Union Protection Fund, Ltd. (an insurance company for teachers), and had been on its Board of Management for over 25 years. Last year he presided over the State Educational Conference held at Cuddalore.

Throughout his 35 years of active service the late Sri E. H. Parameswaran had distinguished himself as a very good and efficient teacher, an able headmaster and a very reliable and effective organiser of Teachers' Organisation. He was a great friend of all teachers and by his gentleness and suavity of manners, sweetness of temper and by his broad sympathy with suffering humanity, he endeared himself to all his pupils, parents, colleagues and fellow members of the profession.

It was only two years ago when he retired from his post as Headmaster of the High School at Ambasamudram, he was invited to take up the headship of the High School at Chittalancheri which he easily transformed and developed into an institution offering several diversified courses.

In 1952 he was elected to the Madras Legislative Council from the Teachers' Constituency and in 1954 he was re-elected by the same constituency. His status and standing enabled him to exercise influence amongst the members of the Legislative Council helping them to understand the educational problems in a clear national perspective.

He was a pioneer in educational journalism. Quite early in his career he founded the *Scholar* which he edited with commendable zeal and care for well over 15 years. He had to give it up during the war period due to overwhelming difficulties.

His demise at this time leaves a great void. But he died like a soldier fighting for a cause. He did a strenuous day's work, participated in the discussion in the Legislative Council on the Madras Government's White Paper on Education and addressed the annual conference of the Madras Teachers' Guild, while doing which he had the sudden fatal attack which took him away from us plunging us all in deep gloom and grief. E. H. P. as teachers called him affectionately has endeared himself to all teachers of the land by his selfless sacrifice and service. I have lost a trusted colleague and valued friend.

S. NATARAJAN,

Director, Field Advisory Services,
All-India Council for Secondary Education.

New Delhi,
8—4—1956.

THE S. I. T. U. BENEVOLENT FUND

Serial subscription number of members who have renewed their subscription for 1955-56 :—

Thirthapathi H.S., Ambasamudram, Tirunelveli.

Nos. 168-215 (for 1954 to 1956)

Sri Venkatakrishna H.S., Kaniyur, Coimbatore.

21 members out of 23 (names not furnished).

St. Xavier's H.S., Palayamkottai, Tirunelveli.

Nos. 2851—2910.

Dalmia H.S., Dalmiapuram, Trichy.

Nos. 349, 351, 352, 354-364, 367, 368, 1904, 1907-1909, 3126-3129.

C.C. Ely. School, Kadayam, Tirunelveli.

Nos. 311, 312, 314-321, 2704, 3130-3132.

Serial subscription number of members who commenced their subscription from 1956-57 :—

Dalmia H.S., Dalmiapuram, Trichy.

3266. Sri N. V. Venkatachari.

3267. „ G. S. Seetharaman.

3268. „ S. Sankaranarayanan.

3269. „ A. Dhanaswamy.

C.C. Ely. School, Kadayam, Tirunelveli.

3270. Smy. Florence Kamala Bai.

Note:—The Secretaries of Teachers' Associations are kindly requested to send the list of the names of the subscribers along with the subscription amount (if possible, with subscription numbers) even though they may be the same as last year.

Reminders have been sent to all the subscribing associations. Those associations which have not paid their subscription in previous year are requested to send the arrears along with the renewal for 1956-57 as the year has already commenced.